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ABSTRACT

This report describes a program for improving academic productivity in an elementary school in Rockford, Illinois. Students were unmotivated, unproductive, and uninvolved in academic life, as measured by teacher observation and student behavior. Examination of teacher records revealed that the learning disabled or behavior disordered resource target students (6 sixth-graders) were completing, on average, less than half of their assigned work with a passing grade. Surveys and interviews of teachers, classroom observations, grades, and attendance records showed target students lacked motivation and organizational skills to complete an acceptable percentage of their homework; and some students had poor academic skills and parental support. Based upon a review of the literature, an intervention with three main parts was implemented: teacher use of motivation techniques to increase student involvement; instruction in organizational skills; and teacher use of techniques for increasing students' academic output. An evaluation of the 20-week project showed all symptoms of the original problem were reduced: motivation for academic success improved, assignment completion increased, parent involvement increased, and student behavior and study skills improved. (Appendices include copies of surveys, worksheets, and progress charts. (Author/TM)

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INCREASING ACADEMIC PRODUCTIVITY IN NON-PRODUCTIVE AT-RISK ELEMENTARY RESOURCE STUDENTS.

by

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Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Education

Saint Xavier University - IRI
Field-Based Master's Program

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Abstract

Author: Vicki Bever Site: Rockford
Date: November, 1993

TITLE: Increasing Academic Productivity in Non-productive At-risk Elementary Resource Students.

ABSTRACT: This report describes a program for improving academic productivity in elementary resource students, in a midwestern city in northern Illinois. The problem was originally a concern of the classroom teachers and the resource teacher. Investigation into teachers' records revealed that the target students were only completing, on average, 45% of their assigned work with a passing grade. This confirmed a need for improvement in this area.

Analysis of the probable cause data revealed that the targeted students lacked the motivation and organizational skills to consistently complete an acceptable percentage of their assigned work. In addition, some students were impeded by poor academic skills and inadequate parental support.

Solution strategies suggested by knowledgeable others and by an analysis of the problem setting, resulted in the selection of an intervention with three major components to be implemented by the resource teacher: teacher use of motivational techniques to increase students' involvement, the teaching of strategies to increase the students' organizational skills, and teacher use of techniques for increasing students' academic output. The aforementioned techniques will include the use of increased and varied parent communications, modification of assignments, a motivational reward program, written student self-assessment, and a signed parent contract.

All symptoms of the original problem were reduced as projected: students' motivation for academic success improved, students' assignment completion increased, parent involvement and awareness was augmented, and students' behavior and study skills improved.

Chapter 1

PROBLEM STATEMENT AND COMMUNITY BACKGROUND

General Statement of Problem

The students at the target elementary school are insufficiently motivated for academic success, and are unproductive, and non-involved in academic life, as measured by students' completion of assignments and by teachers' observations of student behavior.

Immediate Problem Context

The elementary school which is the subject of this research is nestled in a residential neighborhood on the far east side of a midwestern city in northern Illinois. It contains classes in kindergarten through sixth grade. There are 475 students enrolled in the school. The student population is ethnically and racially mixed, with 16.6 percent of African American descent, 1.8 percent Asians, and Caucasians making up the remaining 81.6 percent of the school population. Students who have been classified as learning disabled and/or behavior disordered (LD/BD) make up 6.3 percent of the student body and all receive resource services and are mainstreamed to varying degrees.

The socio-economic status of the students' families vary greatly. The status ranges from unemployed single

parents living in public housing to the very affluent, with some middle income. Low income students make up 15.6 percent of the population at this school. The term low income refers to students who are receiving public aid or are eligible for free or reduced-price lunches. Eighty-two students fall into this category. One hundred sixty-five students are bused, making up 35 percent of the students. Many of the bused students are from public housing projects on the opposite side of town. Other bus riders are from affluent neighborhoods close to the school.

The school leadership consists of one female principal. There are 18 certified regular education teachers. In addition, there is one language arts teacher, hired through special funds, who works only with students in kindergarten through second grade. This supplemental primary language arts program is available only to minority students. There is one home-school laision employee who coordinates communication between home and school. She provides transportation for parents to school functions and meetings, hand delivers papers and forms to parents for signatures and explanations, and counsels parents on parenting skills. In addition, she provides transportation to school for students who may have missed the bus. She makes phone calls and home visits to follow up on discipline notices and student behavior concerns. There are two LD/BD resource teachers. One is fulltime while the other works halftime at the school. There is a Pupil Personnel Services team operating

at the school. This team consists of the principal, the LD/BD resource teachers, a school nurse, a social worker, a speech clinician, and a school psychologist. All members of the team, with the exception of the principal and the fulltime LD/BD teacher, are only at Brookview on a part-time basis, averaging one day a week. The purpose of this team is to respond to referrals from teachers and parents reporting academic and behavioral concerns about students at the school. In many cases, extensive testing is done by the team members and recommendations for teacher intervention or for academic placements are made. Neither individual nor group counseling is available at the school.

There are three half day and one full day kindergarten classes. The school also serves three classes each of first, second, and third grades. And there are two classes each of fourth, fifth, and sixth grades.

The school has a very active and successful Parent-Teacher Organization and many capable parent volunteers.

Behavior management is addressed at the target school by the use of a whole school program called Being A Nice Kid (B.A.N.K.). Teachers are provided with a supply of tickets and small prizes (pencils, stickers, pizza and popcorn certificates, baseball cards, etc.). Each teacher randomly hands out tickets to students for good behavior, using a set of rules consistent throughout the school. Upon receiving a ticket, the student puts his or her name on it and deposits it in a container on the teacher's desk. Four tickets are

drawn from the container every two weeks and the children whose names are drawn win a prize. Once every grading period there is a whole school drawing for a larger prize. This program is unique to this building and supplemental to the regular district discipline policies.

Description of Surrounding Community

According to the 1990 Illinois census report, this public school district is located in a city with a population of 139,660. It is about 90 miles west of Chicago, Illinois. The socio-economic status in the community varies greatly. The median family income is $31,337. The unemployment rate as of August, 1992 was 7.0 percent and 10.0 percent of the households are below the poverty line. Thirty percent of those are headed by single females. Blacks and Asians make up 16.5 percent of the population and all of the major religious groups are represented. This is an industrial town with approximately 33 percent of the work force employed in industry in some capacity.

Educational policies for the school district are determined by a school board that was elected demographically. The district superintendent is given authority to make educational decisions. However, this district currently has no superintendent. The most recent superintendent resigned his position in the fall of 1992 and the assistant superintendent was made acting superintendent.

However, his appointment was very controversial and resulted in his retirement. This leaves the district without leadership in this very vital role. The local school board has many new members and there has also been much controversy about their ability to work together and their capability to do the job.

The 50 schools in this public school system have 26,821 students. There are four high schools, four middle schools, and 42 elementary schools. District-wide, 63 percent of the students are bused. There are two special education centers, one preschool center, and two magnet schools.

The district is in the midst of a civil lawsuit. This suit was initiated in 1989 by a group of citizens who charged the district with decades of racial discrimination. Although a trial is yet to be conducted, the district has agreed to implement a court ordered plan to reduce segregation and to improve the quality of education for its minority students. The district has been under many court ordered mandates regarding the education of its minorities. The re-opening of eleven west side schools and the construction of an additional one has been ordered by the court. Two magnet schools have been developed and another one will be constructed. All educational programs and services have to include an acceptable minority ratio. An aggressive program has been implemented for the recruitment of minority teachers and administrators. Fourteen all-day

kindergarten programs have been started across the district which require 50 percent minority enrollment. Many special supplemental programs have been put into place that are available only to minorities in an attempt to better serve the educational needs of these students. Some of these court ordered mandates have a very significant impact on the elementary school that is the site of this research project. Because of the lawsuit, this elementary school has an all-day kindergarten program, a home-school laision, a primary language arts specialist, and many bused-in minorities. The minority ratios have to meet court guidelines in all the classes and even certain curriculum methods are mandated, such as the whole language approach to reading.

Regional and National Context of Problem

In the 1990s and beyond, educators will be facing the tremendous challenge of teaching groups of students who are different from any we have faced in the past. For the most part, these children will be harder to teach. The school population is becoming more diverse and increasing numbers of students are at risk for school failure because of social and domestic conditions (Meheady, Mallette, and Harper, 1991). Frymier (1992), suggests that growing up for some children in today's society is very risky business and he summarized data from the Phi Delta Kappa Study of Students at Risk. He found that the concern about the problem of children at risk is very widespread in America.

at Risk. He found that the concern about the problem of children at risk is very widespread in America.

"An administrator in a large suburban school district recently commented to the author, 'We as administrators and our staffs were simply not trained to work with many of the students who are now attending our schools. Old methods of instruction and control-oriented methods such as Assertive Discipline simply aren't working'" (Jones, 1992, p. 577). This suggests that the types of students showing up in today's classrooms are not what they used to be and are creating a new challenge to educators. "...during the past fifteen years the amount and quality of educational research on motivating and managing students at risk has increased substantially" (Jones, 1992, p. 577).

Some school districts have begun to totally restructure their programs and even their school day to better meet the needs of the increasing number of students at risk in their populations (Jones, 1992).

"It is generally accepted that during the next decade school personnel will be confronted with increasing numbers of students who come to school lacking important home support for their personal and learning needs" (Jones, 1992, p. 576). "...school staff are increasingly faced with students whose home experience has a serious negative effect on their ability to function in school" (Jones, 1992, p. 583). In response to this, educational journals have printed numerous articles describing programs which are

designed to meet the needs of this student population. We have learned that our reliance on pull-out programs and specialists working in isolation has serious limitations in serving youngsters who come to school with expectations, needs, and values different from their more compliant, easily taught peers (Jones, 1992).

Given the severe personal and societal consequences associated with school failure and the options students choose in place of positive school experiences, we can no longer afford to deal haphazardly with the changes that have to be made in our classrooms and schools.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Background

As pointed out in Chapter 1, the amount of educational research on motivating and managing students at risk has increased substantially in the last decade. This would indicate that the problem is a growing one. There are many studies on the changing societal and domestic conditions in America and the resulting effects on students in school (Meheady, Mallette, and Harper, 1991).

"Innovative management techniques are gaining widespread popularity because teachers and administrators indicate that the old methods don't work with today's students and they are looking for new ways to deal with them" (Jones, 1992, p. 577). Research is showing that the concern about the problem of children at risk is very widespread in America (Frymier, 1992).

Locally, it is evident that the concern is growing by the increasing number of interventions that have been implemented to address the problem. In just the last two years, the following interventions have been put into place in the school that is the site of this research project: an all-day kindergarten program, home-school laision personnel, and a language arts specialist in the primary grades. In

addition, regular education teachers in the building have expressed concern and frustration over the number of students who appear unmotivated and fail to complete assignments at an acceptable level.

An overall program to monitor and reinforce appropriate assignment completion behavior has not been implemented at the target school. Individual student contracts that focus on this goal are not routinely used by classroom teachers because they are time-consuming and become unmanageable in large classes. Occasionally daily reports are sent home by the regular or resource teacher with specific students, many times at the request of the parents.

The school-wide reward system for appropriate behavior that is presently used at the target school is the B.A.N.K. program (Being A Neat Kid). In this program, students are given tickets by teachers for being caught 'being good'. This could mean different things to different teachers, and they are not necessarily handed out for homework completion. The tickets are put into a can and four names are drawn every two weeks for a small material prize (pencil, free popcorn, frisbee, etc.). According to teacher interviews and record books, this appears to be ineffective for motivating at risk students to complete assigned work at acceptable levels.

Last year the home-school laision employee attempted a behavior modification program designed to increase homework completion and improve test grades for a select group of

students, which included two of the subjects for this project. The results were positive, but did not have long term effects.

The all day kindergarten program has been beneficial to many of the children who attend. However, selection of the students for this program is done by lottery. The ratio has to be half majority and half minority to meet the guidelines for integration. There are no eligibility guidelines that consider the type of child who would most benefit from a program of this type. Therefore, each year there are several children in the program who are not appropriate for an all day setting. Some are too immature to handle school for an entire day and some have severe attention and/or behavioral problems that regularly disrupt the classroom.

The primary language arts program set up for primary children who are considered to be at risk provides extra academic help for low achieving students. It is to be continued each year and the long term effects are yet to be determined.

Problem Evidence

As a resource teacher of learning and behaviorally disabled students, this researcher had concerns about a lack of work completion by some of the resource students at this target school. Certain of the students seemed to be consistently missing assignments and handing in less than acceptable work in their regular classrooms. Upon

questioning their classroom teachers, it was evident that they also had similar concerns about the same students.

The teachers were asked to complete a student assignment completion rating scale (Appendix A) to determine their view of the work habits of these sixth grade students. The results indicated less than acceptable work completion by all six students.

An examination of the teachers' gradebooks resulted in similar findings.

Table 1

The Percentage of Completed Work with a Passing Grade from August 30 to October 6, 1993

STUDENT	SCI.	L.ARTS	SPLG.	S.S.	RDG.	MATH	AVERAGE
A	27	38	25	75	60	66	49%
B	45	39	0	25	30	54	32%
C	55	43	45	50	82	65	57%
D	73	83	25	100	50	76	68%
E	33	.5	7	33	10	5	15%
F	66	10	52	66	50	39	47%

N=6

Table 1 presents data on the percentage of total assigned work with a passing grade completed by six sixth graders for the period of August 30 through October 6, 1993. The data was broken down into subject areas to identify specific problem areas. It is evident from the data that all six students had averages that are below a

passing grade and they were not completing their wo acceptable levels.

Probable Causes of Problem

Data to indicate probable cause factors were gat from four sources within the setting. First, a s (Appendix B) was given to the classroom teacher determine whether these students were experie organizational difficulties that contributed to the pro Upon examination of the completed surveys and inter with the teachers, organizational difficulties s apparent to a significant degree with three of the targeted students. Symptoms of their organizat deficits included misplaced or lost books and pa assignments turned in late, messy desks, and lac necessary supplies to function adequately in class.

Next, classroom observations were conducted by researcher to obtain further information about the stud classroom functioning. Each student was observed durin teaching of the subject that Table 1 indicated was ca the most difficulty. An observation form (Appendix C used. Work behavior, interaction with teachers and p the incidence of off-task and out-of-seat behavior behavior indicating organizational difficulties were noted during the observation sessions. In most c during this initial observation, all six students exhi

the ability to focus attention, follow directions, and work independently at a satisfactory level.

Attendance records were also examined. The records indicated that poor attendance could be a contributing factor for one of the targeted students.

Finally, through teacher interview, close examination of the gradebooks, and parent contact information, it seemed apparent that a lack of motivation was a contributing factor with all of the targeted students to some degree. Teachers indicated an apparent lack of motivation in the classroom. The gradebooks showed a large percentage of 0's and F's for all the targeted students. And parent contact records indicated that some of the parents did not come to conferences, or did not have a phone or transportation to school, and had little or no contact with the school. Those who did have regular contact with the school, wished to be notified more often when their child was not completing assigned work.

Through gathering probable cause data at the problem site it seemed that the key to intervention would center around improving organizational skills and increasing motivation through parental involvement and the use of motivational techniques.

Probable cause data from the literature indicated that students labeled "at risk" and unlikely to succeed in school come disproportionately from poor families and from ethnic and minority backgrounds (Means and Knapp, 1991).

According to the Coleman Report and Mosteller and Moynihan's reanalysis of the Coleman Report, as cited by Greenwood (1991), approximately one-half to two-thirds of the student achievement variance studied was accounted for by home variables, especially socioeconomic status, rather than school variables.

Much of the literature refers to the parents' role in their childrens' school success. Finn (1989) points out that research has shown that participation and identification with school occur less readily among children from families who do not place an explicit emphasis on school related goals. Ekstrom, as cited by Finn (1989), found in his study that children were less motivated to accomplish school work if they did not have study aids available at home, opportunities for non-school-related learning, or high parent educational expectations, interest, and attention to their school activities. "Youngsters lacking the necessary encouragement at home may arrive at school predisposed to nonparticipation and nonidentification" (Finn, 1989, p. 130). Findings from several studies make it clear that parents want to be more involved with their children's education and would like more information and help from the schools in order to meet this goal (Eccles and Harold, 1993). According to Eccles and Harold (1993, p. 569),

> "Lack of family involvement can stem from various parent characteristics and experiences, such as lack of time, energy, and/or economic resources; lack of knowledge; feelings of incompetence; failure to understand the role parents can play; or a long history of negative interactions with the schools that have left parents suspicious of, and disaffected from, the schools."

Finn (1989) suggests that a student's lack of participation in class discussions, arrival late or unprepared for class, and turning in assignments late is most likely the result of a long history of frustration and failure.

High absenteeism is indicated as a cause of poor schoolwork in much of the literature (Finn, 1989).

Bernstein and Rulo, as cited by Finn (1989), indicate that undiagnosed learning problems and significant inappropriate behaviors are factors that can lead to student frustration and failure to complete assigned work.

Lack of attainable goals and aspirations were indicated as contributing to the problem of poor schoolwork in an experiment conducted by Hawkins, Doueck, and Lishner, as cited by Finn (1989).

Five main causes for a lack of academic productivity were found by May-Campbell (1991): 1. an excess of extracurricular activities interfered with the completion of homework 2. students did not have a good understanding of how to do the work or of what the assignment was 3. teachers assigned too much homework in several subjects on the same night 4. students lacked a feeling of

responsibility for their work, and 5. teachers did not provide appropriate feedback on work that was completed.

Considering all of the possible causes indicated in the research of the literature, a lack of personal commitment, poor academic skills, and organizational difficulties appear to be contributing factors in this writer's setting. In addition, lack of educational goals and aspirations and inadequate parent involvement are problematic with these six students.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

Through an analysis of the literature related to probable cause, prior knowledge of students' work habits, interviews with classroom teachers, and a review of current records it was indicated that students were not completing assigned work at an acceptable level. Investigation into the problem lead to the conclusion that it stemmed from a lack of motivation and personal commitment on the part of the students, inadequate parental support, and poor academic skills, along with some organizational difficulties. An analysis of these data indicated the need for intervention strategies that would increase student motivation for schoolwork, augment parental involvement, address the low academic skill levels, and improve student organizational skills.

The failure of students to complete assignments has traditionally been a concern for educators and they are continually seeking solutions to such problems. Much of the research suggests the use of some type of reinforcement program in conjunction with a method of student accountability to increase student motivation. Drew, as cited by Poston (1991), states that "reinforcement

procedures such as token economies and point systems with privilege and item exchanges have, in many cases, provided an answer to such problems". The time-consuming element for the classroom teacher was mentioned as one possible drawback of behavior modification programs. However, as a possible solution to this problem, the author proposes the use of a a home-based reinforcement program.

Two elementary students with a long history of not completing assigned classwork were the subjects of the study. The parents were responsible for providing positive reinforcement through verbal praise and outdoor play if daily math assignments were completed with 76 percent accuracy. The researchers made home visits and phone calls to the parents. Significant improvement was reported in both assignment completion and accuracy.

Johnston and McLaughlin, as cited by Poston (1991), report that token reinforcement programs, as demonstrated by several researchers, can be used to change or control behavior and have been effectively used to increase study behavior and academic achievement and decrease disruptive behavior. These writers also point out some potential problems of token economy programs involving ease of implementation and expense. Free time was therefore selected as the reinforcer with a seven-year-old to increase assignment completion and maintain assignment accuracy. A shaping procedure was used whereby the criterion for reinforcement was increased in graduated steps. Results

indicated that assignment completion increased while a high level of accuracy was maintained.

A 12 week behavioral management program developed and implemented by Anderson, as cited by Poston (1991), involved fifteen low achieving, disruptive, and disinterested seventh grade students who were enrolled in an alternative education class. The primary goal of the program was to increase student responsibility for their own actions and attention to learning. A secondary goal was to increase parental support and involvement in the program. Contracts, daily report cards, which included behavioral and academic performance recorded by the teacher, homework records, teacher observation reports, and administrator reports were used. Parents were asked to sign the daily report cards and initial the homework records. Students could earn tokens for assignment completion, attendance, and punctuality to spend on free time, items, or parties. If all of the students earned 8-10 points weekly, the entire group received bonus points. A free time pass was issued if a student received an average weekly academic grade of 75 percent. If an average weekly behavior rating was indicated, the student received a ticket for an activity grab bag.

A parent meeting was held during which parents were encouraged to establish quiet study areas at home and develop a reasonable home reward and consequence system. Parents were asked to review the home contingency contracts

at least every 10 to 15 days and to establish reasonable expectations for success (Poston, 1991).

Program results indicated that 10 of 15 students demonstrated improved behavior, 9 of 15 students improved in academic achievement, 10 of 15 students showed a decline in the number of office referrals, 12 of 15 students improved attendance, and 9 of 15 parents became actively involved and supportive of the program (Poston, 1991).

Two studies, as cited by Poston (1991), that examined the effectiveness of group-oriented contingency systems were conducted by Bear and Richards and Darveaux. Bear and Richards used an interdependent group-oriented contingency system to improve the academic performance of five middle school students. Initially, extra recess time was given to an entire group of ten students if the weekly academic class average was increased. However, at the request of the students who wanted more immediate rewards, the criteria for awarding extra recess time was changed to be dependent upon daily, not weekly, averages. The authors reported that the program was effective in improving the performance of the five target students while maintaining or improving the performance of the non-target students as well. Although harmful group pressure and the negative effects of an uncooperative student were cited as potential disadvantages of such a group contingent program, neither of these problems were encountered in this study (Poston, 1991).

Darveaux evaluated the effectiveness of a group contingency intervention with two second grade boys, who were at high risk for placement in a behaviorally impaired program. Its goals were to improve motivation, increase academic completion, and decrease disruptive behavior. The target students were assigned to two teams. When a class rule was violated, the entire team was penalized through the use of negative check marks. When students completed assignments with 75 percent accuracy and participated actively in classroom activities, merits were given. Merits could be used to erase the negative check marks. Students could thereby compensate for disruptive behavior by being academically oriented. Rewards included free time, story time or candy. Marked reductions in disruptive behaviors of the two target students were realized as well as increases in the rates of correctly completed assignments for the entire class and even greater increases for the two target students (Poston, 1991).

McDaniel (1987) offers several behavioral management techniques for practicing positive reinforcement. Among the techniques discussed are to praise effectively by being specific and focusing on the behavior and not the person, to establish token economies with rewards being contingent upon specific behaviors, to use premacking (a technique named after David Premack) whereby students exercise choice in determining the reinforcers for appropriate behavior, and to

vary positive reinforcement by using new techniques, ideas, and reinforcers.

Several characteristics of effective reinforcement procedures are: (1) whenever possible, the child should choose the reinforcement; (2) the child must make the connection between the behavior and the reinforcement; (3) the reinforcement should be given immediately after the behavior; (4) the desirable behavior must occur frequently enough for the reinforcement to be provided often enough; and (5) quantity of reinforcement should be gradually diminished until none is needed.

Maurer, as cited by Poston (1991), claims that the basic premise of behavior modification "is that individuals engage in behavior that rewards them and the process of behavior change involves changing the reward system so that new behavior is established and unwanted behavior is eliminated". The author also contends that rewards must be both age-appropriate and inexpensive.

Maurer describes five stages to completing a successful contract for behavior modification.

1. Select a behavior that can be changed and label it in concrete terms.

2. Observe the behavior to establish a baseline or a recording of how often it happens.

3. Negotiate with the student about the observed behavior, the reason for change, and the rewards to be obtained.

4. Establish a contract, either written or verbal that both can agree on. The language of the contract should be as specific as possible.

5. Always determine a date to rewrite or renegotiate the contract. You may need to tighten it up or even relax it, depending on the progress of the student (Poston, 1991).

According to Canter (1976), a positive reward system should be provided as often as possible, including something a child wants and enjoys, and be planned out before being used.

In a review of the literature on student involvement Newmann, as cited by Finn (1989), came up with six guidelines for increasing commitment and involvement: voluntary participation for the students, clear and consistent educational goals, small school size, student participation in policy decisions and management, extended and cooperative relationships with school staff, and work that is meaningful to the students.

Greenwood and Hickman (1991) cite considerable research that now documents the contributions of parent involvement to positive outcomes. Findings include: (1) higher academic achievement (Becher, 1984; Benson, Medrich, and Buckley, 1980; Haynes, Comer, and Lee-Hamilton, 1989; Henderson, 1987); (2) improved school attendance (Haynes, 1989); (3) positive student attitudes and behavior (Becher, 1984; Henderson, Marburger, and Ooms, 1986; Leler, 1983); (4) student readiness to do homework (Rich, 1988); (5)

better student grades (Henderson, 1986) (6) higher educational aspirations among students and parents (McDill, Rigsby, and Meyers, 1969). Epstein, as cited by Eccles and Harold (1993), states that it is clear that parent involvement can be substantially increased by the efforts of teachers and schools to facilitate the parents' role.

As cited by Finn (1989), several practices have been suggested as important in maintaining students' participation in school: (a) positive teacher attitudes regarding the potential for success among marginal students (Elliott, 1966; Rutter, 1979) (b) teaching practices that involve students in the learning process, more than traditional approaches that tend to isolate those at risk (Hamilton, 1986; Kelly, 1974) (c) cooperative learning strategies (Slavin, 1983) (d) curriculum objectives that are relevant to the needs of these students and that are neither too easy nor too difficult to master (e) an evaluation and reward structure that is compatible with the abilities and interests of the students (Natriello, 1984) and (f) student participation in decision making (Newmann, 1981; Reid, 1981).

McDaniel (1987) had several suggestions for increasing student's motivation and work completion by the use of positive reinforcement: (1) The use of token economies as a way by which students can see their progress toward some long range goal that is reached in small increments, (2) Allowing the students the opportunity to choose what they

want as reinforcers for appropriate behavior, (3) Teach the students to reinforce themselves by complimenting themselves on their own performance. "Positive reinforcement in practice can build a positive self-concept, develop an attitude of success, and enhance instructional motivation for students." (McDaniel, 1987, p. 392)

Review of the literature revealed three main ingredients for a successful behavior change program: 1) a behavior management system with a token economy 2) inclusion of student self-reflection 3) parent involvement. Not all of the strategies and techniques previously discussed in the literature review are implemented in this project. The token economy was used in a modified form. Because of the school-wide implementation of a discipline program called Discipline with Dignity, which does not support the use of material reinforcers, token economies were used minimally.

A program to monitor, encourage, and reinforce appropriate assignment completion behavior had not been implemented at the target school. And since there is always a certain percentage of the student body who complete assigned work at unacceptable levels, this project is being introduced to address this very common problem.

Project Outcome

Probable cause and suggested solution strategies indicate a need to improve student academic output while

addressing the areas of student motivation organizational skills and parental involvement. Ther the following terminal objective was used for this p intervention:

> As a result of an organizational an motivational program implemented during the perio of October, 1993 through March, 1994, the targete LD/BD resource students will increase thei academic output to the extent that they improv their assignment completion by at least 2 percentage points, and assignment quality wil reflect 75 percent accuracy or better, a measured by teachers' records.

In order to accomplish the terminal objective following intermediate objectives defined the strategic procedures proposed for problem resolution.

1) As a result of the use of Weekly Assi Completion Sheets, the targeted students will cognizant of their assignment completion progress and aware of what work is missing or late.

2) As a result of increased and varied communications, the students will complete more ho assignments because their parents will be more aware involved in motivating their academic success.

3) As a result of modification of some assign the students will experience greater motivation to co those assignments.

4) As a result of the implementation of a motiva reward program, the number of completed assignments targeted students will increase to at least 70 perc the total.

5) As a result of the use of written self-asses the targeted students will become more aware of the of their incomplete work and the improvement that is m

6) As a result of the use of a signed parent con each child's parent will agree to take a more active r motivating his/her child's academic performance.

Proposal Solution Components

The major elements of the approach used to in academic productivity consisted of three main compone

be implemented by the resource teacher; teacher use of motivational techniques to increase students' involvement, the teaching of strategies to increase the students' organizational skills, and teacher use of techniques for increasing students' academic output. The aforementioned techniques will include the use of weekly assignment completion sheets, increased and varied parent communications, modification of assignments, a motivational reward program, written student self-assessment, and a signed parent contract.

Chapter 4

ACTION PLAN FOR IMPLEMENTING THE SOLUTION STRATEGY

Description of Problem Resolution Activities

The action plan was designed to address four major solution components: improved student organization skills, increased parent involvement, student awareness through self-evaluation, and increased assignment completion through motivation techniques.

This project was designed and implemented to involve the students and the researcher in a program to increase assignment completion. However, teachers and parents played an important role in the implementation and success of the program. The following discussion describes the procedures and activities utilized prior to and during program implementation.

In order to determine the effectiveness of the intervention, a baseline for organization skills and assignment completion needed to be established. It also needed to be determined which students were to be targeted. The targeted grade was sixth grade. Classroom observations were completed by the researcher, looking for and documenting off-task behavior during instruction, discussion, independent work time, and activities. Any organizational difficulties were noted.

Classroom teachers were asked to make the same observations and complete a questionnaire (Appendix A) regarding their students' organizational skills. Students were targeted as appropriate subjects for the project by the above mentioned methods and by a review of the two teachers' grade books to determine which sixth grade resource students had a record of turning in less than 60 percent of their assigned work. This researcher began the selection process during the first grading period and accomplished it by October 12, 1993. The selected group included all six of the sixth grade students in the resource program.

Once students had been targeted and a baseline established, the action plan was implemented.

Students selected for the program met with this researcher on October 13th and 14th to discuss the purpose and procedures of the program as well as student responsibilities. The Weekly Assignment Completion Sheet (Appendix D) was reviewed. The students were informed as to what their assignment completion percentages had been from the beginning of the school year up until that time. Based on those figures, each student determined, with this researcher, an acceptable goal for the following week's work completion. It was explained that every Friday each student would set a goal for the following week which would show a gradual but steady improvement. Each week the students would present the sheet to their parents for a signature and return it to school.

Parents were notified of the specifics of the plan when the researcher sent home a parent contract (Appendix E) and a cover letter (Appendix F) on November 1, 1993. A follow-up phone call was made to elicit parent cooperation and answer any questions. Parents were asked to review the Weekly Assignment Completion Sheet with their child each week and sign it. The parent contract that they were asked to sign required them to provide a good study area at home for their child, review and comment on the Weekly Assignment Sheet, and to give verbal praise to their child for work completed.

Each student determined his reward or privilege to be given if the assignment completion goal was met. This was also recorded on the Student Assignment Completion Program Log (Appendix G). Bonus points were discussed at this time. Students could earn bonus points if weekly assignment completion goals were met or exceeded, if the contract was not lost at any time during the week (student responsibility), and if the contract was signed by the parent. Bonus points could be used every other Friday to buy items from the program store or could be accumulated. Students who reached their weekly goals 70 percent of the time would be rewarded with a movie and pizza party midway through the program on January seventh and again on the last day of program implementation, March 18th.

An interest inventory (Appendix H) was completed by each student as a guide to determining what rewards and

privileges would be motivating to them. Money for the items in the program store was provided by the resource room discretionary money and this researcher.

On Friday of each week, the weekly assignment completion percentage for each student was computed by the researcher and/or the student along with the points earned and recorded on the weekly sheet and on the individual student logs. It was indicated whether or not the weekly goals were met, and sent home to the parents. Parents signed the contracts and the students returned them to the researcher.

A new weekly sheet was started each Friday which indicated the assignment completion goals for the following week.

The students were requested to start a reflective journal for the purpose of doing self-assessment of their perception of their academic performance. This was written in at least once a week for the duration of the project to reflect on how they felt about their academic accomplishments for the week. On 'buy week' Fridays, successful students were given their self-selected reward or privilege based on the bonus points earned. For example, students could choose from a variety of free time alternatives including computer time, board games, drawing, running errands, playing music keyboard, typing, or playing the musical game Simon Says. Students could also use their bonus points to spend on store items. Store items included

such things as models, books, comic books, trading cards, drawing materials, stuffed animals, games, markers, frizbees, and toys. The selection of rewards and privileges was determined by the responses made on the interest inventory.

In addition to the bonus points, the students could earn "tickets" on a daily basis for appropriate behavior and work habits in the resource room. These tickets were signed by the students upon receipt and put into a can. A drawing was held every two weeks for a small prize. This was done in conjunction with the previously mentioned school-wide B.A.N.K. program. The same tickets were used in a drawing on January seventh for a calculator and again on March 18th for a tape recorder.

In order to provide as much practical assistance as possible to these students with their assignments, they were asked to bring work with them every day to the resource room. Assignments were clarified, tutoring was provided by this researcher, and cooperative learning techniques were utilized to provide encouragement, a sense of accomplishment, fun, and involvement. Assignments were modified when appropriate by this researcher with the cooperation of the classroom teachers. "Test alert" reminders were sent home attached to the weekly sheets when test dates were known ahead of time.

Each student's progress was graphed on an individual progress chart (Appendix I) for a graphic look at what was happening.

All forms and written information regarding this project was printed on bright purple paper so that parents would readily recognize it and the students would be less likely to lose it. Each student worked from a purple two-pocket folder which included: signed parent contract, interest inventory, signed weekly sheets, program log, reflective journal, and an individuaal progress chart.

The aforementioned procedures were followed each week during the period of November 1, 1993 to March 18, 1994. This was broken into two ten-week periods. The goal was to meet or exceed a self-imposed weekly goal seven out of ten weeks in each of the two periods.

Methods of Assessment

To assess the effects of the intervention, actual percentages of completed work with a passing grade were computed for each student by this researcher. This information was recorded on the weekly assignment completion sheets and on the individual logs. A graphic representation was made on the individual progress charts. These figures were compared to the baseline figures computed in October at the beginning of the project.

Chapter 5

EVALUATION OF RESULTS AND PROCESS

Implementation History

The terminal objective of the intervention addressed the inadequate assignment completion and poor quality of work accomplished by sixth grade students being served by the resource teacher. Grade records and observations indicated that these students were only completing, on average, 45 percent of their assigned work with a passing grade. Therefore, the terminal objective stated:

> As a result of an organizational and motivational program implemented during the period of October, 1993 through March, 1994, the targeted LD/BD resource students will increase their academic output to the extent that they improve their assignment completion by at least 20 percentage points, and assignment quality will reflect 75 percent accuracy or better, as measured by teachers' records.

The main components of the solution strategy to increase the amount and quality of academic output consisted of improved student organization skills, more parent involvement, and increased student motivation towards academic endeavors.

Organization difficulties were addressed by the use of individual student folders in the resource room. The folders contained a personal set of sticky notes for the purpose of reminding themselves and their parents of important due dates for assignments and tests. The sixth

grade classroom teachers were requested to write the daily assignments on the chalkboard each day for the benefit of review just before students were dismissed for the day. The sixth grade resource students would take advantage of discussions among themselves to determine the exact specifications of assignments. Individual students who were experiencing difficulty leaving books and assignments at home conferenced with this researcher concerning techniques for organizing materials at home, such as having a box by the door or a special place for school materials, or using a book bag.

Increased parental involvement and awareness was realized in a number of ways. Initially, a parent letter (Appendix F) and a parent contract (Appendix E) were mailed to each student's parents explaining the project to them and telling them to expect a follow-up phone call. The phone calls were made and parents were given the opportunity to ask questions or voice any concerns. All parents were contacted and all received the proposed project implementation with enthusiasm and a pledge of commitment. All the parents except one returned the contract signed. When the student whose parent had not returned the contract was questioned, he maintained that it had been signed but that he had lost it somewhere between home and school. A second copy of the contract was sent home, but with the same results.

A one page list of the names, addresses, and phone numbers of the parents of these six students was composed and kept handy for quick referral to contact parents if the need arose. Two of the six students had no phone and reaching the parents was sometimes difficult.

Parent conferences were held at least once with each of the six student's parents during the 20-week project and twice with three of them.

The most frequent method of communication with the parents was in the form of the weekly assignment completion sheet (Appendix D). The parents were to be expecting this sheet home every Friday. They were to review it with their child, praise him when appropriate, make written comments on it if desired, and sign it before sending it back to school with their child. The students returned the sheets almost every week but, on average, they were signed by parents 60 percent of the time.

Points were recorded on the student assignment completion program log (Appendix G). Two points were given if the weekly assignment sheet was returned and four points were given if it was signed. This was part of the motivational component of this intervention. In addition, two points were given if the student's individual weekly goal had been met and six points if it had been exceeded. These points were accumulated and every two weeks the students could spend them on items from the program store in the resource room or on free time activities.

Interestingly, none of the students ever chose an activity reward. They always chose a material reward. The store items were chosen based on responses the students made on an interest inventory.

In addition to the points recorded on the program log, the students were given tickets each day of the program when their behavior and work habits were good in the resource room. The students put their names on the tickets and put them in a can for a drawing. The drawings ocurred twice during the project. The drawing on January 7, midway through the 20 week project, was for a calculator. The drawing on March 18, at the culmination of the project, was for a tape recorder.

Another motivational incentive was the event of a pizza/movie party on January 7th and March 18th for those students in the group who had met or exceeded their individual weekly goals at least 70 percent of the time. Five of the six students met this criteria and attended the first party and all six of the students met the criteria and attended the second party.

Each student kept an individual progress chart (Appendix I) in their folder where they kept a record of their progress. It provided a visual picture of what their progress looked like and was very helpful when setting goals for the following week. When a student wanted to set a goal that was too high or too low, he could look at his chart and see where he wanted the line to go. It helped him visualize

a realistic goal. The students became more and more adept at setting reasonable goals for themselves with practice. Table 2 shows the accuracy with which each student set his goals. Four of the six students met or exceeded their goals over 70 percent of the time.

Table 2

Percentage of Goals Met or Exceeded

Student	A	B	C	D	E	F
Percentage	53	71	81	83	60	71

N=6

There was some temptation at times for the students to set a low goal so that they could accomplish it with less effort and still receive the points. However, the goal setting was a joint effort between this researcher and each student and it was important to insist that they consistently raised their own expectations and were not content to go backwards.

Another motivational technique which was attempted but did not seem to meet with a lot of success was to have the students work together in the resource room on assignments they had in common. The problem seemed to stem from the students' unwillingness to want to share information or knowledge with each other. Perhaps this stems from the out-dated belief that sharing work is somehow cheating. Today's

students sometimes have difficulty excepting the relatively new concept of cooperative learning.

The use of modified assignments, however, met with enthusiasm and some success. This included modified spelling lists, writing answers in phrases instead of complete sentences in language and social studies, and the use of calculators in math.

This reasearcher, as the resource teacher, also encouraged the students to complete assignments by being available each day to clarify and give assistance on any classroom assignments. Work accomplished in the resource room was sometimes found recorded as a zero in the teacher's gradebook. An investigation would reveal that the student had either lost it, or did not turn it in because he had failed to complete it after leaving the resource room. This, among other things, lead to the final motivational technique used in this project. An individual contract (Appendix J) was implemented with each student and his classroom teacher. Formal meetings were held with the student, the classroom teacher, and the resource teacher acted as a facilitator. The terms of the contract were discussed and agreed upon and the date of March 25th, the end of the grading period, was set for review and possible re-negotiation. Generally, the terms included a modified spelling list where indicated. Also, an additional 20 points was added automatically to any assignment that was turned in on time. This motivated the students to turn in

work even if it was not complete so that they would get credit for what they did do instead of a zero. If the assignment was complete, the 20 points were added as a bonus in the gradebook. Ten points were also added to all test scores. Other modifications could be put into place as the teacher felt were deemed necessary for individual students. This contract began on January 31st for student A and on the following week for the other five students. The implementation of the contracts appeared to be a real turning point and a major motivational factor for all of the six students.

Additionally, the students kept a reflective journal (Appendix K) in their folders for self-assessment and individual metacognition.

In an attempt to keep the parents informed, a letter (Appendix L) was sent home at the end of the 20 week project. The letter informed the parents that the project was over but that the contracts would continue. Included were the assignment completion percentages for their child's baseline and before and after contract implementation.

Presentation and Analysis of Project Results

In order to assess the effects of the planned intervention, percentages were calculated from teachers' records and individual student progress logs, and observations were made. The results of the numerical

calculations are presented in Appendix I and summarized in table 3.

Table 3

Number of Students
Who Met Desired
Objectives

Student	Signed Contract	20% Improvement	70% Completion	75% Accuracy
A	yes	yes (+46%)	yes (95%)	yes (B)
B	no	yes (+51%)	yes (83%)	yes (B-)
C	yes	yes (+43%)	yes (99%)	yes (C+)
D	yes	yes (+23%)	yes (91%)	yes (B-)
E	yes	yes (+21%)	no (36%)	no (D)
F	yes	yes (+33%)	yes (70%)	yes (B)

N=6

The data indicates that all six students not only reached but exceeded the goals as stated in the objective. The objective stated that the students would increase their academic output by at least 20 percentage points from their own baseline or increase it to at least 70 percent of the total assignments given. All students exceeded both aspects of that goal with the exception of one, who did not increase to 70 percent but did improve on his baseline average by 21 percentage points. Upon examination of third quarter report cards, it was noted that when the grades were averaged all but one student completed his work with better than 75 percent accuracy.

An additional point of interest is the effect that implementation of the individual contracts had on the

progress of each of the students. As was mentioned previously, the contracts seemed to have the most dramatic effect on performance of any of the techniques attempted. The effects of the contract implementation are illustrated in Appendix M and summarized in table 4.

Table 4

Percent of Completed Assignments During Baseline, Before Contract, and After Contract

Student	Baseline	Before Contract	After Contract
A	49	45 (-04%)	95 (+46%)
B	32	52 (+20%)	83 (+51%)
C	56	59 (+03%)	99 (+43%)
D	68	89 (+21%)	91 (+23%)
E	15	25 (+10%)	36 (+21%)
F	47	67 (+30%)	70 (+33%)

N=6

On March 25th, the end of the grading period, each student met with the classroom teacher and this researcher to determine whether the contract should be continued. All six students and both sixth grade teachers wished to continue the contract and it was decided that the terms would remain the same because of the relatively short length of time that it had been in force. At this time, suggestions were made in writing for specific concerns that the teachers or students had. It appeared to be a good time for the teacher and the student to face to face talk honestly about their concerns with this researcher as a facilitator. The date of April 11th was set for the next

review. The intent is that the terms of the contract would be gradually changed to reflect less of an advantage to the students' grades so that more effort will be necessary from the students to maintain the same grades.

The 20 week project was completed on March 18th. At that time, the students were informed that this researcher would continue to compute the percentages and send them home on Fridays for any one of them who wished. They would, however, not be awarded any points nor have another pizza party. It would be strictly for their own and their parents' information. Five of the six students wished to continue to take home the assignment completion sheets weekly.

The increase in student motivation which was a goal of the project, is difficult to measure in numerical terms. However, there were many signs along the way which leads one to believe that motivation for academic endeavors increased. Students were consistent in bringing assignments to the resource room to complete. There were many times when they asked to stay late so that they could finish what they were doing. One student who displays much inappropriate behavior had previously often come in the resource room complaining about his classroom teacher. After implementation of this project, and particularly after implementation of his contract, that complaining behavior was completely eliminated. Students would come in the resource room every Friday and ask with enthusiasm, "Did I make my goal?" Both

of the sixth grade classroom teachers commented several times about the changed attitude of the students in their rooms, particularly after the contracts were in place. One teacher reported that the contracts had made a big improvement in the students attitudes, work habits, and effort. She remarked that, "They are trying harder and are more motivated. It makes for such a nice class. They are working together better and are using their independent work time to actually get work done." The other sixth grade teacher reported that the contract was working beautifully and that the students had shown much improvement in their grades and effort. Comments in the students' journal (Appendix J) indicated that they were happier and more confident that they could succeed at their schoolwork.

Increased parental involvement was another objective of this project. As was mentioned earlier, parent conferences took place with each of the parents whose children were involved in the project. One student's father wrote a note of thanks as a comment on one of the assignment sheets and sent it back to school. This father had never been heard from before in the school. Another student's father and uncle came to the school and met with this researcher concerning his son's progress. They both expressed a willingness to help and an enthusiasm for the project. They had also never been heard from by the school before. Another set of parents expressed gratitude for what the project was

doing for their son. All but one of the parents signed the initial contract.

As was mentioned in Chapter two, poor attendance was a contributing factor for one of the six students. It is interesting to note that upon examination of attendance records, this student's absences decreased gradually during the project implementation from 15 the first quarter to five the last quarter of the intervention.

Reflections and Conclusions

The implementation of this project reduced the number of uncompleted assignments in the targeted group. It increased student motivation and self confidence and improved parent communication with school.

The implementation of the plan grew out of a need which was agreed upon by all of the implementers. The classroom teachers saw a definite need for improvement and their cooperation was essential to the success of this project. This researcher, as the resource teacher, served as a record keeper, a facilitator of the program, and a support to the classroom teachers. The willingness of the teachers to readily provide records, modify assignments and grades, and follow through on contracts helped to ensure success for these students.

Based on the fact that all objectives were met and even exceeded and that all involved wished to continue

implementation past the termination date, this project could be considered a successful endeavor.

Chapter 6

DECISIONS ON THE FUTURE

The Solution Strategy

The data indicate that the school experience of all six of the students involved, as well as both classroom teachers, was positively impacted by the implementation of this project. In terms of what should be continued if this program were to be used again, I feel that the charting that each student did was an excellent way to visually see progress and to ascertain what a reasonable next step should be. The ability to set goals and strive to reach them is an important skill to master. The journal writing was sometimes viewed by the students as a chore, but they never complained. They were, however, more succinct than I probably should have let them be. If used again, there should be a requirement that serious thought be evidenced in every entry. The element of time was a limiting factor in the journal writing. With only thirty to forty-five minutes a day in the resource room, there frequently was some sense of urgency about getting started with classroom assignments. This emphasizes the point that the time in the resource room was nearly always used very profitably.

The sheets taken home on Fridays were very beneficial in helping to keep parents informed on a regular basis. All

of the parents expressed appreciation for the weekly information at the conferences and contended that they were always interested in knowing as much as possible about what their children were doing in school. It is interesting to note that while the parents loved the information, some of the students admitted that it did not always work to their benefit for their parents to be so informed.

The contracts which were initiated between each student and his teacher became one of the primary motivating factors in this program. It not only served the purpose of bringing students grades up and increasing academic output, but it also resulted in students seeing, some for the first time in a long while, that they could have some degree of success in the classroom. Most of the students were reported by their teachers to have a changed attitude to varying degrees and improved work habits. One of the students had been having a serious conflict with his teacher for most of the school year. He was mocking her, showing belligerent behavior, speaking inappropriately under his breath to her, and refusing to complete work. He was convinced that she was working against him. Contract implementation involved a private meeting between teacher, student, and this researcher. I think that this meeting provided opportunity for teacher and student to speak freely about their concerns because this researcher acted as a facilitator. The student began to realize that the teacher only wanted to help and was willing to prove it by making concessions of her own to

help him to be successful. The relationship between them was much improved after the contract implementation.

One change that I would make in the program if used again would be to make use of cooperative learning techniques in the regular classroom. These sixth grade teachers had tried modified cooperative learning at the start of the year, but this particular group of sixth graders have a great deal of difficulty getting along and the teachers said that they found it to be ineffective with this group. Much time should have been spent teaching social skills with this group. I feel that the benefits gained would have justified the time spent.

Additional Applications

A modified grading system and modified assignments could be used in nearly any classroom and any grade level. Contracts could be initiated with individuals or with a whole class. They could be used to improve both behavior and academic performance. Students other than those with a special education eligibility could certainly benefit from a program of this type. If fact, the sixth grade teachers both remarked that they had other students with whom they would really like to try this. They have requested that this be used in their classrooms again next year and that it include more of their students, whether or not they have a special education eligibility.

The program, if widely used, would definitely need to have modifications made to decrease the amount of record-keeping that this project entailed. Modifications of this type would certainly be feasible.

Dissemination of Data and Recommendations

At the recommendation of one of the participating sixth grade teachers, the long-range planning committee at the research school has already expressed an interest in having this researcher conduct an in-service to teach other teachers in the building the basic components of the program.

A copy of this paper could be available for colleagues to peruse to see if they would find a use for a program of this type in their classrooms. The abstract alone would tell them if they needed to look further. Critical components for success would be the skills and commitment of the teaching staff.

Additionally, a copy of this paper will be on file at St. Xavier University library.

The success of this endeavor has surprised even me. The increase in the students' self-confidence and motivation was more than I expected. The biggest benefit of all I feel is that these students got a taste of success.

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1992 School Report Card

APPENDICES

Appendix A

Assignment Completion Rating Scale

Student Name_____Date_____

Please Circle:

	Almost Never (0%)	Rarely (25%)	Sometimes (50%)	Often (75%)	Almost Always (100%)
Completes Classwork*	1	2	3	4	5
Completes Homework*	1	2	3	4	5

*with grade of D or better

NOTE: If exact percentages of assignment completion are known, please indicate below.

Classwork_____ Homework_____

Teacher Signature_____

Appendix B

-TEACHER SURVEY-
Student Organizational Skills

Please comment on the following questions regarding:

(Student's name)
_____

1. Is student's desk messy?

2. Can student find papers, assignments, etc. when needed?

3. Does student have necessary materials when needed?

4. Does student know what his assignments are and when they are due on any given day?

Appendix C

CLASSROOM OBSERVATION

Student:_____ Date of Birth:_____

Date of Observation:_____ Time Span: From_____ To_____

Pupil/Teacher Ratio:_____ Classroom Teacher:_____

Class Activities/Subjects:_____

_____

OBSERVATIONS	YES	NO	NOT OBSERVED
Work Behavior			
Begins tasks promptly	___	___	___
Attends to task	___	___	___
Appears prepared and organized for class	___	___	___
Follows oral directions	___	___	___
Follows written directions	___	___	___
Classroom Interaction with Teacher			
Participates in class discussion	___	___	___
Required firm discipline	___	___	___
Responded appropriately to:			
Praise	___	___	___
Correction	___	___	___
Classroom Interaction with Peers			
Interacts with peers when appropriate	___	___	___
Disturbed others	___	___	___

BASE-LINE DATA

Gets out of seat without permission	____times in ____minutes
Speaks out without permission	____times in ____minutes
_____	____times in ____minutes
_____	____times in ____minutes

COMMENTS

_____

_____

_____

_____

_____ _____

Signature of Observer Position

Appendix D

WEEKLY ASSIGNMENT COMPLETION SHEET

NAME_____ WEEK OF_____

SUBJECT

SCIENCE AVERAGE_____

L. ARTS AVERAGE_____

SPELLING AVERAGE_____

S. S. AVERAGE_____

READING AVERAGE_____

MATH AVERAGE_____

Total average LAST week_____

Goal for this week (aver.)_____

TOTAL average for THIS week_____

GOAL MET? YES NO

PARENT(S) SIGNATURE_____

Date_____

COMMENTS_____

_____

_____

BEST COPY AVAILABLE

Appendix E

PARENT CONTRACT

I have been informed of the work completion program that my child is involved in with the resource teacher at school. I agree to help my child to improve his school work by:

-signing and commenting on weekly progress reports

-providing a good place to study at home

-giving verbal praise for work completed

Signed_____
Parent(s) Signature

Date_____

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Appendix F

October 14, 1993

Dear

As the resource teacher at School, I would like to involve your child, , in a motivational program to help him to improve his work completion and organizational skills. I will develop a weekly contract with your child that I will ask you to sign each week. Your child will earn rewards and privileges if his weekly contract goals are met.

All communications from me regarding this project will be printed on this purple paper so that you will quickly recognize it and your child will be less likely to lose it.

Attached is the parent contract that I would like you to sign to indicate your commitment to helping your child. I will be calling you within the next week to explain further details of the program and to answer any questions. Please feel free to wait to sign the contract until that time.

Together, I feel certain that we can make a positive difference for your child in school this year.

To Success,

Mrs. V. Bever
LD/BD Resource
School

BEST COPY AVAILABLE

Appendix G

STUDENT ASSIGNMENT COMPLETION PROGRAM LOG

NAME_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

WEEK_____
Aver_____
Goal_____
Met? Y N E
P Signature? Y N
Points_____

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Appendix H
INTEREST INVENTORY

NAME_____

Circle what you like:

comic books

joke books

trading cards

trophy

building models
cars
planes

painting

coloring

baking

listening to music

to make things
what?_____

to collect things?
what?_____

art

free time

display your good school papers

play a game

homework pass

OTHER:

<u>FAVORITES</u>

TV programs:

Sport:

Games:

Activities:

Hobbies:

Movies:

Foods:

The best reward anyone could give me would be...

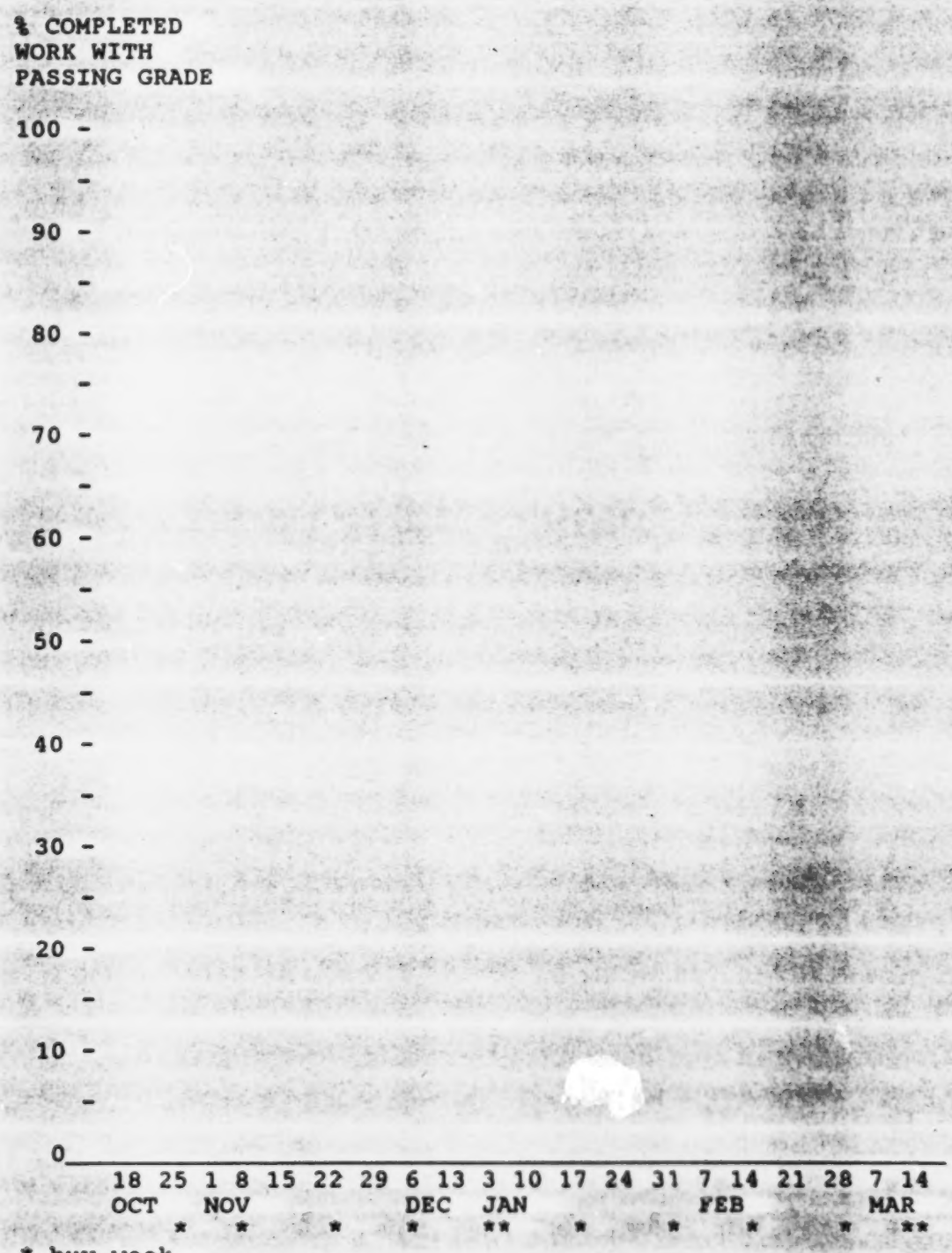
Two things I like to do best are...

When I do well at school, I wish my teacher would...

It sure makes me mad when I can't...

I hate for my teacher to...

Appendix I
STUDENT PROGRESS CHART



* buy week
** party week

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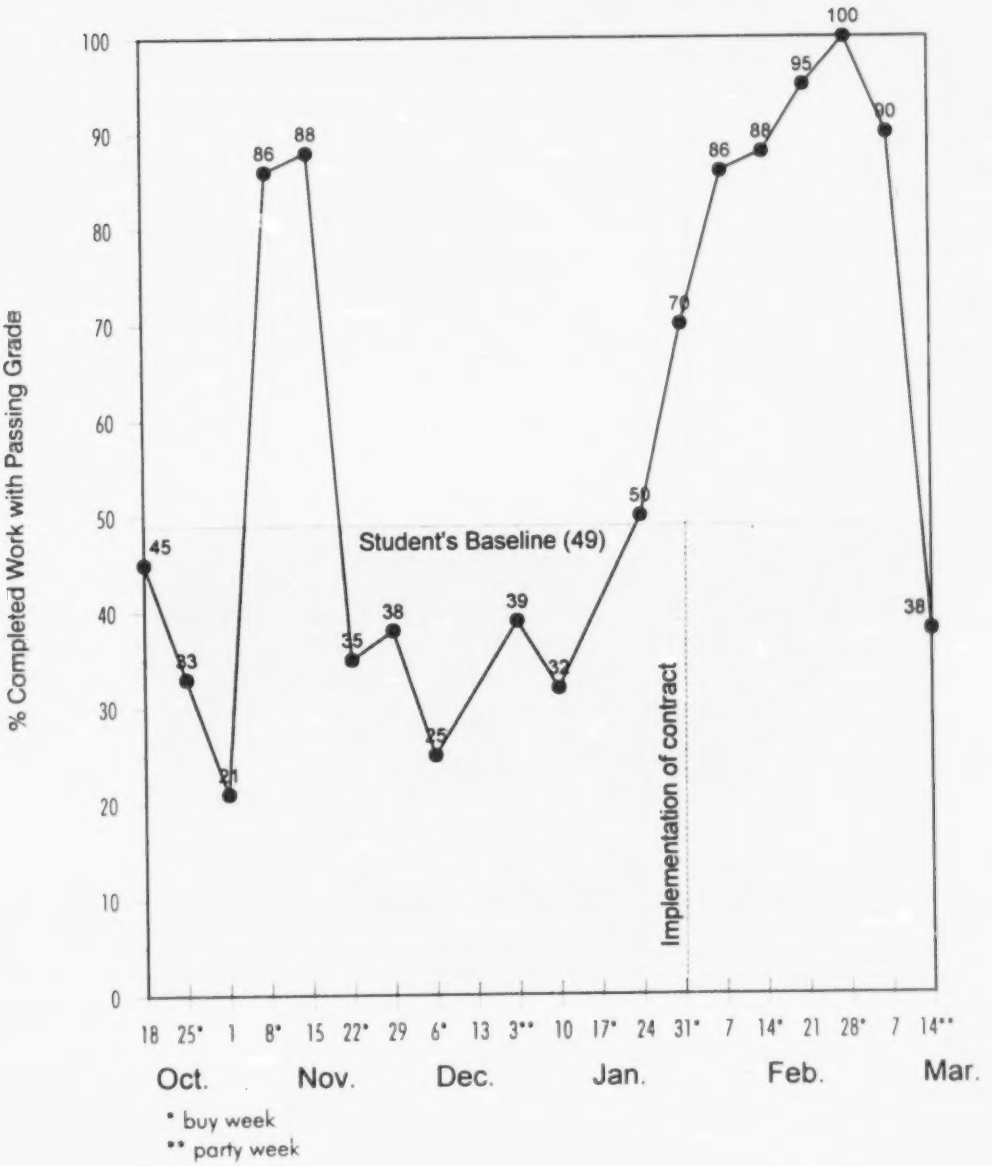
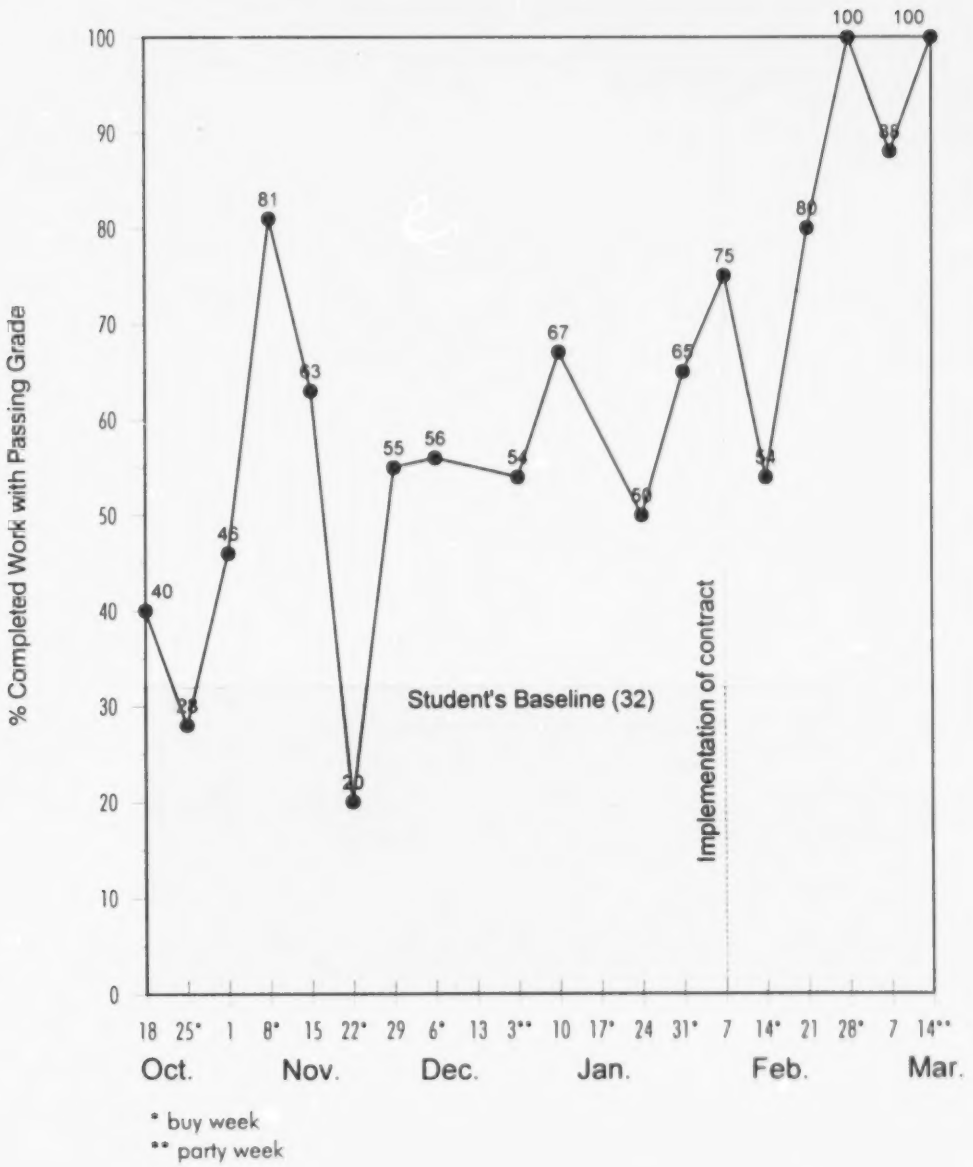
Student A
Progress Chart



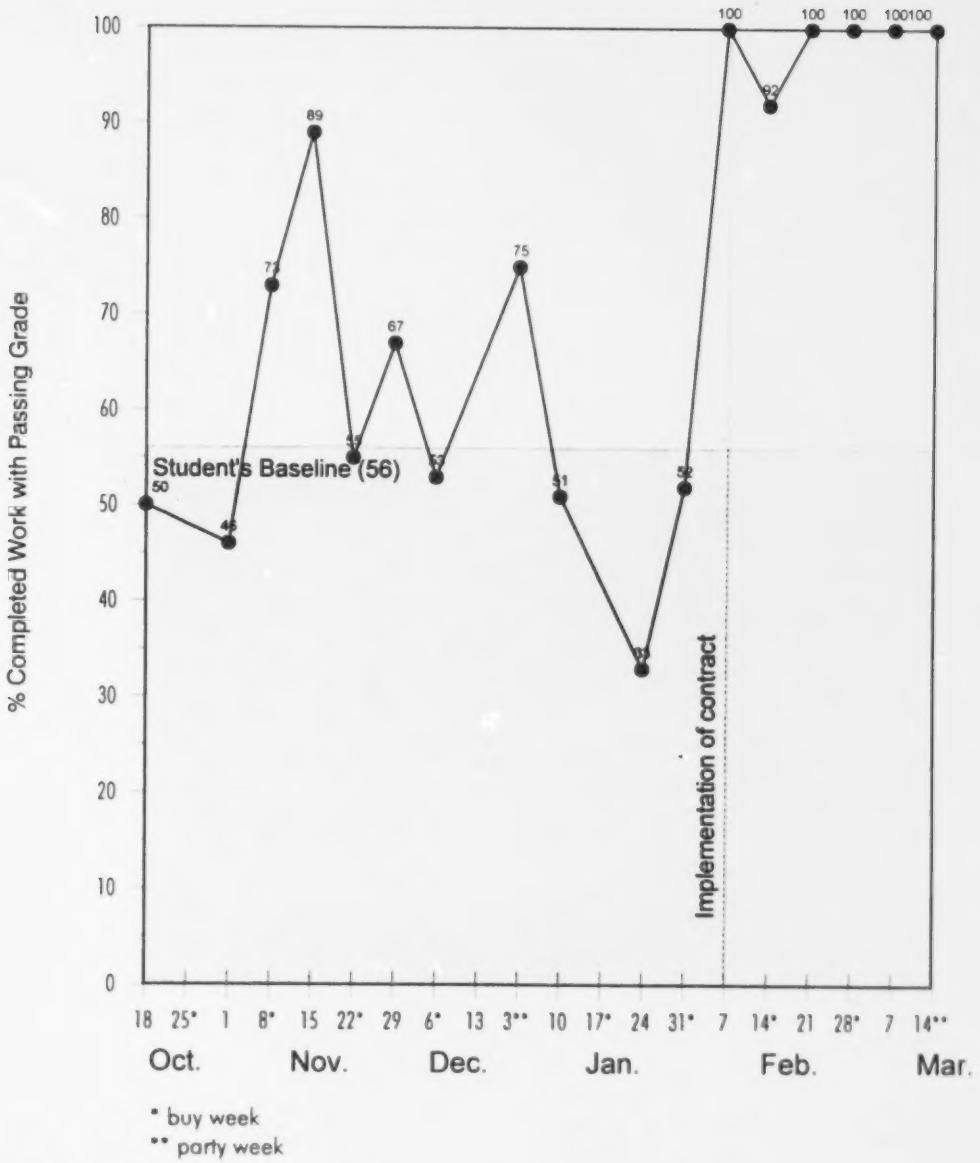
Student B
Progress Chart



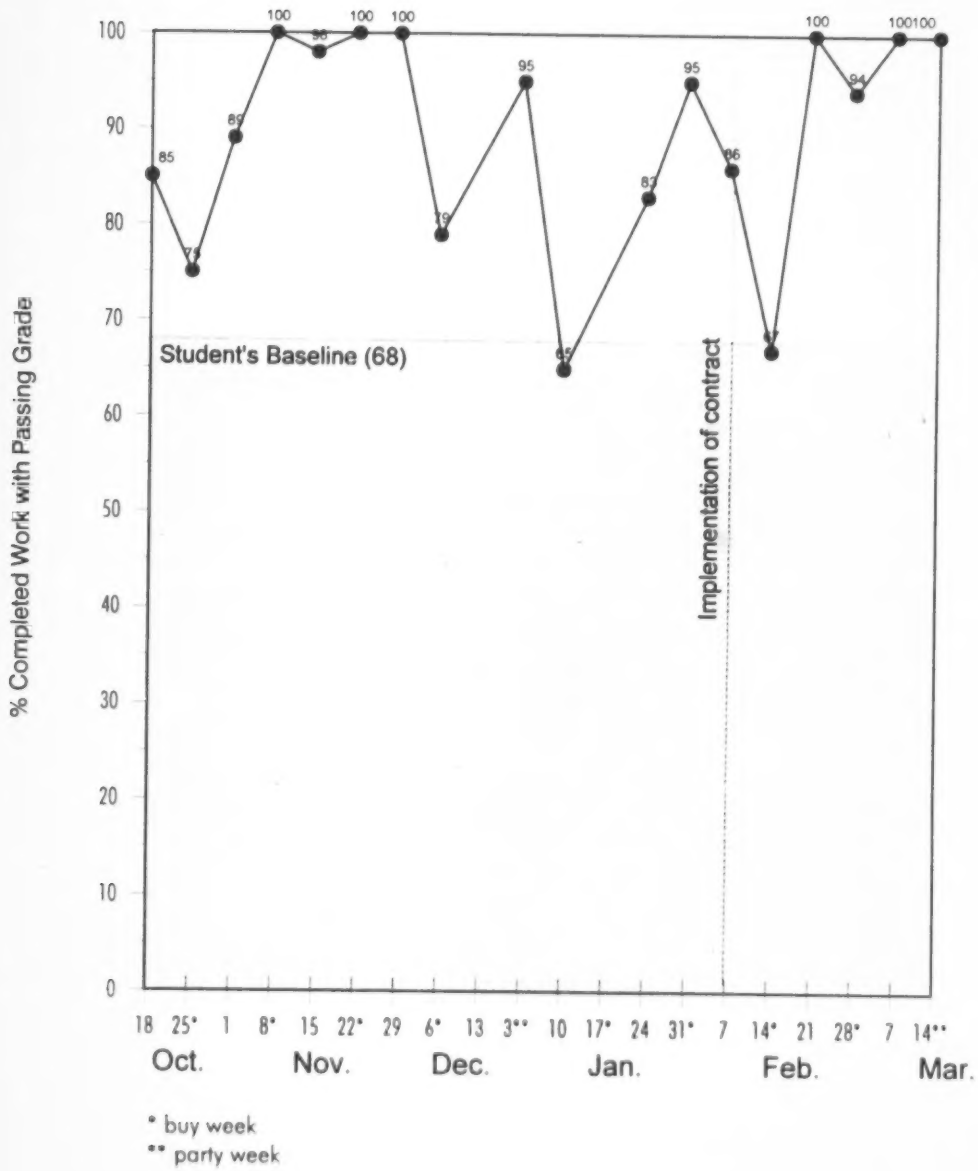
* buy week
** party week

70

Student C
Progress Chart

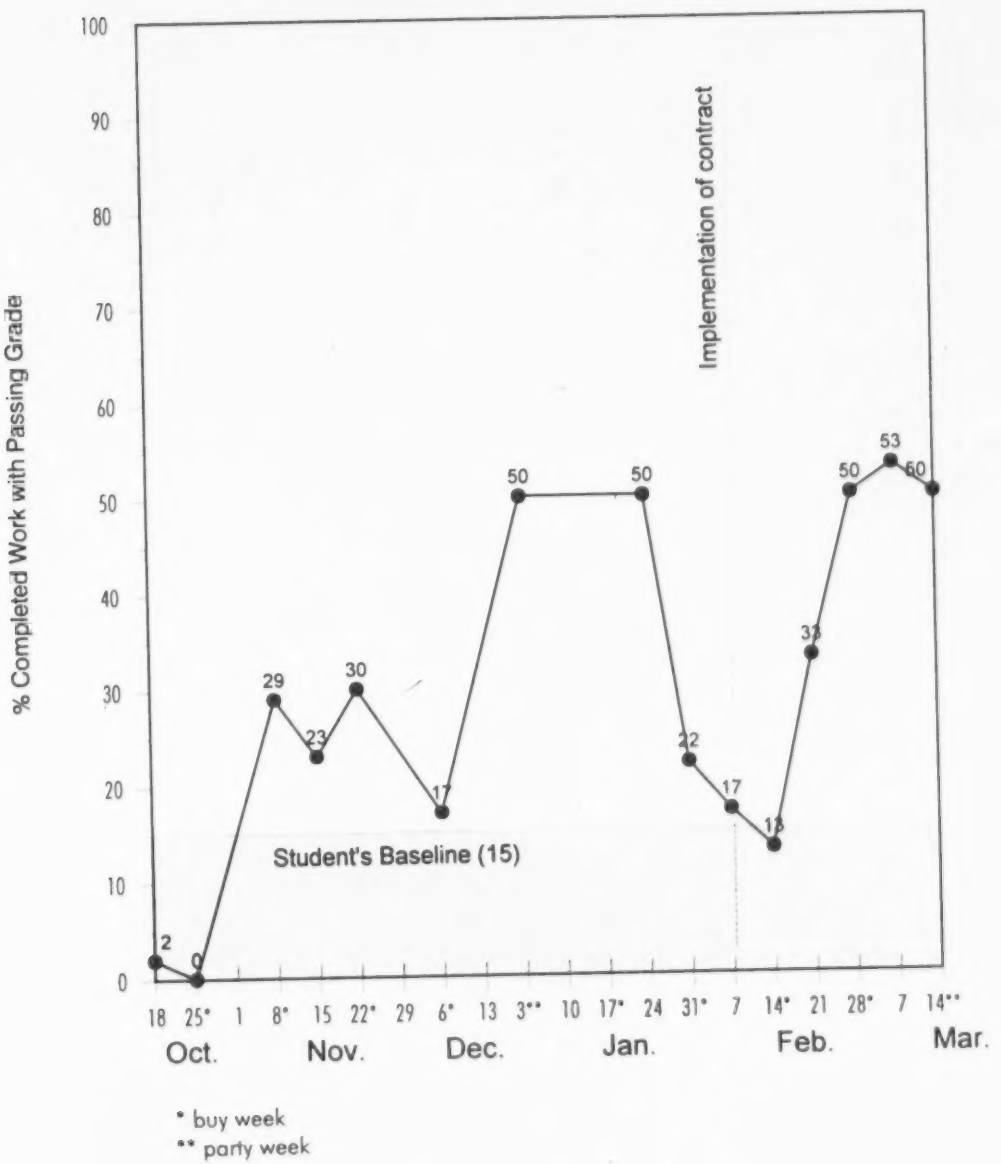


Student D
Progress Chart



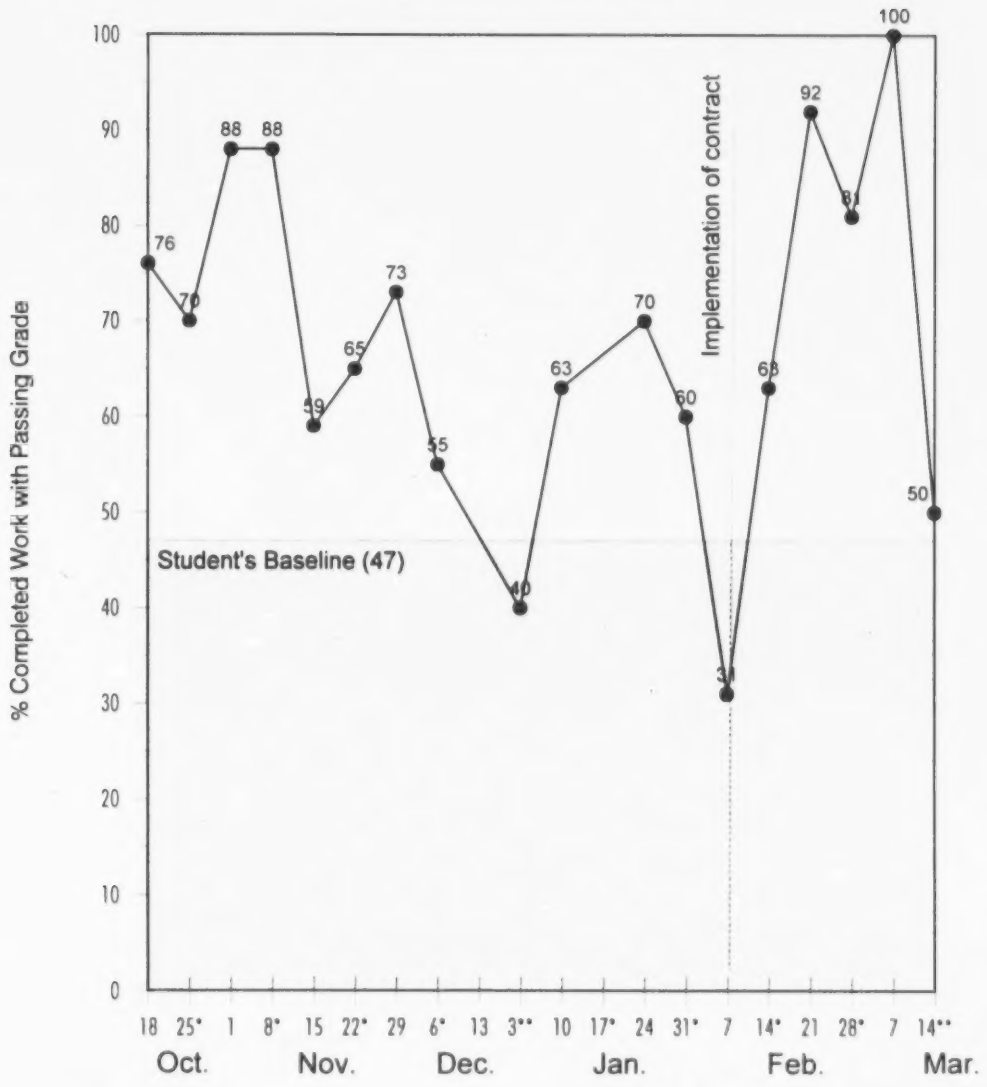
* buy week
** party week

Student E
Progress Chart



* buy week
** party week

Student F
Progress Chart



* buy week
** party week

Appendix J

OFFICIAL CONTRACT

This contract is between _____ (student)

and _____ (teacher, friend, other)

Date: from Feb. 8, 1994 (this date) to Feb. 28, 1994 (contract expiration)

Following are the terms of the contract:

_____ (student) will complete assignments as agreed upon at Feb. 8 meeting with his best work.

_____ (teacher, friend, other) will modify assignments and grades as agreed upon at Feb. 8 meeting

When this contract is completed, the contractee will be able to see an improvement in grades and hand in more assignments

3/3/94 Continue as is until March 25

X _____ _____

Contractee Contractor

Mrs. Bever

Witness Mrs. Bever 3/3/94

This contract may be terminated by agreement of parties to this contract. New contract(s) may be negotiated by the same parties.

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STUDENT NAME _____

SUBJECT	
READING	modifications only as teacher feels necessary
MATH	modifications only as teacher feels necessary
SPELLING	basic 20 15/20=100 5pt. handicap use pre-test score if better
WRITING	modifications only as teacher feels necessary
LANGUAGE	modifications only as teacher feels necessary
SOCIAL STUDIES	modifications only as teacher feels necessary
SCIENCE/HEALTH	modifications only as teacher feels necessary
	10 bonus pts. on all tests 20 bonus pts. for work handed in on time
STUDENT SIGNATURE	
TEACHER SIGNATURE	
TEACHER SIGNATURE	Mrs. Beuer

- Use teacher folder on disk

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3/1/99

I feel grat because I made my gole

2/24/99

This ~~wee~~ week I did good I got 100% and that the best you can get. this is the 2nd 100% I got. I think I can keep it up I now I can do good forevers.

12/31/98

to day I made my goal. Math Brought Me up to 73 points I feel happy for meeting My Goal

3/11/99

I did very good this week so and so I can keep it up

77

Appendix L

April, 1994

Dear

We have completed our 20 week assignment completion project in sixth grade as of Friday, March 18th. The sixth grade teachers and I are very pleased with the success of the project. The students seemed to enjoy it. They learned to set goals for themselves and they all experienced an increase in assignment completion and an improvement in grades. The intent was to have them experience success, build confidence, and learn to take pride in doing well and meeting self-imposed goals.

The contract which was originally implemented on January 31st will continue indefinitely at the request of the teachers and the students. Individual modifications will be made as needed. The students were given the option of continuing to bring home the purple sheets on Fridays.

The following work completion averages were earned by (name) on the indicated dates this year:

October 8, 1993	_____	(Baseline)
January 7, 1994	_____	(Before contract)
March 18, 1994	_____	(After contract)

Thank you for all of your cooperation in making this project a success for your child this year.

Mrs. V. Bever

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Comparison of Baseline, Before-Contract & After-Contract Student Performance